**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**: |
| **Unit Title:**  Count Numbers 0-30 | | | | **Corresponding Unit Task: Task 3 Counting Manipulatives (Day 2)** | | |
| **Essential Question(s): What does a number represent? Why do we use numerals? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Book-10 Black Dots** | | **Student: Two floor size number lines** | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **KCC2** | | | | | |
| **I Can Statement(s):**  **I can count to at least 10.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher reads the book 10 Black Dots while having the students participate and count the dots. | | | | | |
| **Teacher Directed:** The teacher explains that we will be playing a game counting 1-10 while standing in a circle. A designated student begins counting with the number 1. The next student says 2, the next student says 3 etc. The student who says 10 sits down. The game ends when there is only 1 student standing. | | | | | |
| **Guided Practice: The teacher will provide two floor number lines (can be made or bought). Students will be divided into two groups and stand in a line at the end of the number line. Each student will take turns stepping on the numbers as they count 1 to 10.** | | | | | |
| **Independent Practice: Students will stay at their number line, Using manipulatives, they will count objects and place them on the corresponding number. This can be done as a station or in two groups that are monitored by the teacher and the assistant.** | | | | | |
| **Closing/Summarizing Strategy: Teacher will send students individually to number line to collect correct number of items. Shoulder partners will count at least to 10 to each other and tell how we used numerals today.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 10 as a target number. * Write the numbers to at least 10. | | | * Use a lower target number | | | * Pictures with numeral and matching set |
| **Assessment(s): Have students hold up ten fingers. Teacher observes.** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |